TEEN CHICAGO PROJECT PAPERS

Peace of Mind Through Self-Expression

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Notre Dame High School for Girls, Chicago
Teacher: Ray Yang

Self-expression, writing and performance play an important role in teen life. As teens, we recognize the importance of expressing our emotions and projecting our feelings. We are creative individuals who feel comfortable expressing ourselves in various ways. Writing and keeping a journal is a great way to relieve stress and worries. As teens we are caught in a transitional and critical time period in our lives. We are undergoing both physical and emotional changes and this can take a toll on our lives. We need to vent and somehow escape our daily routines and frustrations. Writing and reflecting on our emotions helps us acquire the much-needed peace of mind and serenity our lives need. Journaling and documenting our feelings is also a great way of keeping track of our mental growth and maturation as young adults. There are many ways we can express ourselves. We can do it in performing. Self-expression is an outlet for teens to be creative and not censure what they are feeling experiencing. Languages, self-expression, writing along with performance are significant components in our lives that help us develop a healthy sense of identity. I don't think teen life has changed much regardless of what decade in which one grew up. Teenagers have always gone through similar life changing experiences. We all share the same fears and hopes of being accepted and not rejected by our peers or society. We are individuals who are just beginning to get a taste of what life is really like. Every teen deals with emotional strain, it's normal and it's all a part of the process of coming into young adult hood. Our clothing, style of music and maybe even the way we interact with one another may change. But one thing that remains the same and constant throughout teens is our experiences that define us as we enter into young adult hood.

Creative Expressions Are Not Just Extras

Claire Elderkin
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Teacher: Ray Yang

Theater as an extracurricular activity has always been a part of many teens' lives. It is a form of self-expression and a way to be social. Lynne Simari, a teen in the 50s, spoke about participating in drama at her high school, Dominican in Chicago. "I wasn't one of the smartest kids...! never played competitive sports, so [performance] was where I fit in. Singing, doing drama, speech, dancing." As the decades progressed, theater became more than an extracurricular; it became a future profession. Contemporary students at the suburban Maine South in Park Ridge often plan on majoring in drama in order to pursue a career or teach.

Writing for pleasure has existed in the form of a diary for many teens early in the century. Journaling is still a common practice, but recent years have seen a new phenomenon-teen spoken-word artists. Young Chicago Authors, developed in the early 90s to expose young people to creative writing, has encouraged teens to write and share their work. Spoken word combines poetry and performance in a unique blend that serves to make a statement or spread a message. Chicago's Green Mill was the birth place of poetry slams in the 80s and Chicago has continued to be a key player in the is creative movement.

Today, Chicago has a diverse selection of teenage programs that stimulate creativity, such as Gallery 37, Street Level Youth Media, the Old Town School of Folk Music, and the Young Chicago Authors. These programs will continue to encourage self-expression among teens.

Teens and Pop Culture

Ari Fulton
Chicago Academy for the Arts, Chicago
Teacher: Ray Yang

I feel that both teen behavior and popular culture have had a huge impact on each other. Popular culture reflects the trends going on in the teen community, however teens look to popular culture for inspiration. Teens have one of the largest consumer groups in America. Most teenagers are free from the burden of supporting a family and paying bills. This financial freedom leaves many to contribute greatly to the American economy. Companies spend millions of dollars a year on researching teen culture for the sole purpose of being one step ahead of their competitors. If a general trend seems to reoccur throughout the entire teen community, then pop culture will adopted it and make it their own. Twentieth century history identifies itself through the images illustrated in pop culture. Many of these images are of teen life. The first thing that comes to mind when studying historical periods is the opposition between youth and authority. Flappers are huge symbols of irony from the 1920's. Their rebellious attitude opposed everything their conservative predecessors stood for. This opposition continues and has become a mark throughout history. Though teenagers dictate what's popular to the larger society, they also borrow from popular culture. Whenever I find a trend that I like, I improve upon it and make it my own. I feel that this is true throughout the entire teen community. When I interviewed a woman about her teen life, I found that she had a connection to saddle shoes. At the time, saddle shoes were extremely popular. And while most teenage girls owned a pair they did not wear them the same way.

Self-Expression=Self-Definition

Alana Heber
Francis W. Parker School, Chicago
Teacher: Ray Yang

One of the most prominent aspects of teenagers is their desire not only to express themselves, but the various creative ways in which they go about doing so. One of the most consistent themes across the decades of teenage experiences was the need to separate from the restraints of childhood during this delicate transitional period, a limbo between childhood and becoming an adult. The only part of this that changes as time progresses is the ways in which teenagers go about separating. For example, for a teenage girl to wear pants to school in the 1960s would have been a rebellious action, but now tattoos and body piercing are popular forms of revolt.

The strong emotions and feelings consistent with the teenage years make for some very interesting forms of self-expression. Whether a teenager is simply writing in their journal or performs their writing pieces at poetry slams or open mics, they are expressing their inner emotions through an artistic outlet. Many of the most important works of literature have been written by teenagers, which makes sense seeing as it is such a sensitive, vulnerable part of one's life, writing being a creative outlet for this mix of feelings. Emotions and feelings are what, after all, steers the creative process, and makes for good writing. For example, Anne Frank (a teenager), who in experiencing the terrors of the Holocaust produced one of the most famous and greatest works of nonfiction literature ever written: *The Diary of Anne Frank*.

The teenage years comprise a period of experiences and absorption of what, to many, is a whole new world with newfound freedom. It is a well-known fact that teenagers, for the most part, enjoy all aspects of music, movies, and other sensory experiences. We teens are especially sensitive to feelings and by the time people become adults, they are either too busy or too old to really appreciate certain aspects of life over which teenagers obsess. Self-expression through writing and performance has always, and always will be an extremely important facet of the teenage experience.

The Media: Big Brother Part Deux

Landon Jones
Simeon Career Academy, Chicago
Teacher: Ray Yang

Growing up in this day and age you find that anyone who says that they are the originator of something is probably not. They usually get them from people, not celebrities but people, they see on television. I believe something becomes "cool" when they constantly aired on different television shows. It doesn't even stop at television; magazines are always putting special emphasis on new things or focusing new interest on old topics. I'm not claiming any of these things are particularly bad, but it does get annoying to see everyone wearing the same things and quoting from "Chappelle's Show", after they have become five months old.

I'll admit I am heavily influenced by the media, there is never a day when I go without singing a theme song, quoting some movie or television, tweaking my wardrobe according to something I have seen, but I don't go overboard with it. I watch television everyday, no matter what the circumstances are but I'm not always impressed by it. Even when I was younger you wouldn't see me re-enacting a "Power Rangers" episode or robbing kids of their Pokemon cards. Now more than ever I am always looking to separate myself from everyone, when everyone is going right I try to go as far left as possible, I'm not trying to do something so everyone can duplicate it, I just get up in the morning and do what I usually do without worrying if my status on the social ladder will change. For the record I'm not a non-conformist I just don't center my life around Access Hollywood or MTV (which has lost touch with itself trying to keep up with what's hot).

No Teens Without Technology

Hai Minh Nguyen
Whitney Young High School, Chicago
Teacher: Ray Yang

Technology has made teen life cooler than ever before. The world has expanded even bigger than my imagination. The personal computer. Internet, cell-phones, and other electronics have totally changed my life. The computer has beaten the pen and the typewriter in making school life easier by helping me write papers quickly and neatly and catch most of my fleeting thoughts as I write. I cannot imagine life without the presence of the computer. The computer has partnered with the Internet in connecting me to the outside world. No matter where my friends and I go to college we can effortlessly be there for each other with a call on the cell-phone, an email, or an instant message. My friends and I are closely linked to each other because we can swiftly share the mp3's that define our moods and dreams, files that state our opinions and beliefs, and digital pictures that describe our physical surroundings, introduce our newfound friends, and capture the exhilarating moments of life. My knowledge has expanded with the many hours I spend reading articles, books, and other compositions of information about topics such as environmental and working class issues that interest me. I feel fortunate to live in a time when so much information is readily available for me to explore. I would not be able to keep so many friends if it was not for the ease of the computer and the Internet. It is fun being a teen in this decade.

HISTORIC PRESERVATION AGENCY PAPERS

The Rock and Roll Era and Its Effect on Teens

Carla Aranda
Jamieson School, Chicago
Teacher: Jackie Turlow and Bob Newton

During the beginning of the Rock and Roll era, which began in the early 1950s, the United States was divided by racial problems, but many people gained a sense of equality through Rock and Roll because black artists were becoming more popular with audiences of all colors. Chuck Berry was one of the first Rock and Roll performers to appeal to both blacks and whites.

Chuck Berry was an inspiration to young black children. Some of the children or young adults who listened to his music were inspired to follow their dreams, and some of them actually were very successful. Many of the early Rock stars were roll models to most teens. There were three people thought that started the Rock and Roll era and made big hits.

Elvis Presley had the greatest impact on early Rock and Roll. He was good looking, had a unique sound, and delivered an electrifying performance that made teens swoon and parents shudder. Elvis Presley drove many teen girls delirious. Many said that they would do anything just to meet him. Most of his songs were loud and this upset many parents.

Little Richard was another inventor of Rock and Roll. His wild performances and rebellious music made him popular with audiences of all colors. He helped define early Rock and Roll and greatly influenced other groups that fallowed him such as the Beatles and Rolling Stones. Many of these groups were also a big hit with teens and developing Rock and Roll.

Buddy Holly's popularity rivaled that of Elvis Presley's. Holly was a singer, song writer, and he played instruments. He wrote and performed many of the hit songs of the 1950s. His incredible career sadly was cut short by a plane crash in 1959. His incredible life story was made into a famous movie called "The Bud Technology". This was one of many movies that teens saw and in which Rock and Roll was performed.

The advancements in technology also helped the spread of Rock and Roll. Many Chicago teens listened to WLS 890. WLS was a radio station that played the most popular songs at that

time. It played songs that teens could relate to, because most of the songs were about cars and young love.

Rock and Roll gave teens their own special identity and voice during the 1950s. Many teenagers saw Rock music as a telling their own life and likes. According to some people who were teenagers at that time, some parents found rock music disturbing. Their children would play loud music, or some formed bands. Many teens tried to imitate how artists lived, dressed, and styled their hair. The teens sang their songs and imitated their dance moves.

Many teens also changed their likes and dislikes of cars. They tried to have the cars that famous Rock and Roll singers had. Also they listened to the radio to hear the hit songs and the new songs that were always coming out.

Rock and Roll music helped change the world; it made many teenagers able to express themselves through music. It had a great impact on both blacks and whites because it caused unity in a time when the country was divided by racial problems. Rock music is still listened to today, and still has a lot of feeling, but it meant much more to the teens that listened to it through the radio and lived through the era now called the Rock and Roll era. [From Mag Ian McLagan, "All the Rage, A Riotous Romp Through Rock and Roll History; "Popular Music of the 1950s-piano/vocal", www.piano-pal.com/50spv.htm (Sept, 30, 2004); Rick Rumick, "WLS Silver Dollar Survey", www.users.quest.net/~ oldiesloon/wls101460.htm (Sept. 30, 2004); Maria Moctezuma, Student Historian's student interview with Sabas Aranda, Oct. 7, 2004.]

High School in the 1960s and Now

Jordan Cresswell
Civic Memorial High School, Bethalto
Teacher: Carol B. Phillips

Times have changed since my mother went to high school in the 1960s. Most modern day teenagers will discover that they have had a much different school experience than that of their parents. Socially acceptable behavior and expectations, both inside and outside the classroom, have been altered.

In the 1960s, preparing to go to college was not as emphasized as much as it is in 2004. It was not necessarily important to go to college. Many schools did not even offer honors classes. One could have a high school education and still get a decent job upon graduation. This is becoming impossible as our state modernizes and more jobs require a college education and technological skills. As a result, the average student did not have as much homework as today's students have. If college was in someone's future, admission was based purely on academic achievement, or participation and excellence in a sport. Being in extracurricular activities, doing community service, and maintaining a job were not requirements for exclusive colleges as they are today. Few teenagers even had jobs while in high school in the 1960s. In 2004, at least half of all teens attending school have, at one time or another, had a job. As our society grows more complicated, and knowledge and time and stress management becomes essential, more responsibility is being added to the load of modem teenagers than most of their parents ever had.

Behavioral expectations are quite different as well. Teenagers stayed innocent much longer than teens do today. Dress codes required much more modest apparel and were strictly enforced. Girls had to wear skirts that went to their knees or be sent home. Nowadays, standards are more inclusive. Teens went to bed early and got up early, although not as early as some of the schools today require, sleeping about nine hours. Many teens in 2004 are lucky to get six hours of sleep due to the late bedtimes and early rising times. Of course, teenagers today sleep in on the weekends and teenagers then did not. Although debatable, teens in the

1960s respected their elders more and were responsible for certain chores around the house that many teenagers are simply not held accountable for in contemporary Illinois. Out-of-school pastimes were much the same as today.

The average family was much poorer than an average family in 2004. There were many more teens that rode a bus than teens that had cars, whereas the opposite is true today. Schools' budgets provided for all sports, music, and arts programs without a student having to pay for anything extra. Registration fees were minimal and any special project's materials were provided by the school. Teenagers are often required to pay for their own uniforms and instruments or did not have those programs at all available to them. Registration fees are much higher and do not include any extra books, and the students are expected to buy supplies needed for a project that are not available at school. Field trips were infrequent in the 1960s, and extended trips with specific classes or teams were rare. Many schools today offer trips to other countries with foreign language classes, provided the students pay their own way. The idea of traveling to a different country while still in school and paying for it yourself would have seemed absurd to teenagers four decades ago. Teens are very lucky in this respect. They have many more opportunities to experience the world first hand than their parents did at their age. Teenagers of the 1960s and the 2000s have had a very different high school experience. They have had different expectations to live up to and different behaviors and ways of life to follow. Most will agree that life has gotten more difficult for these people who are not quite adults but no longer children. [From Student Historian’s interview with Cheryl Cresswell, Oct. 10, 2004.]

War and Protest on Music and Teens in Southern Illinois

Katie Damron
Carbondale Community High School, Carbondale
Teacher: Patricia Grimmer

The riots and rock 'n' roll of the 1970s had a strong impact on teens. This clearly as can be demonstrated by looking at the campus of Southern Illinois University (SIU). Student riots broke out and were fueled by a number of issues including war, rebellion, and government control. Protest music, or rock 'n roll, seemed to encourage disrespect of authority. In southern Illinois the source of music centered on WIDB radio, which reported the unrest at SIU, war news, and the popular hits of 1970s.

On May 1**,** 1970, President Nixon announced that the United States was escalating the war by attacking Cambodia. This did not make many of the citizens of the United States happy. In fact SIU students had been protesting ROTC programs and the Vietnamese Studies Center since January. The presence of these military advocates on campus enraged many students. Another sore spot was the Student Governments' annual elections. These elections determined the direction of power the student body took for the year. Favored by most students were the "radical" candidates or those that supported changes in institutions and/or the government and legal systems. Unfortunately it seems in the election of 1970 the voice the students held through "radicals" was extinguished with the election of a very non-radical student body president. Therefore the objections the student body had were stifled emotions were pent up.

Pent up emotions can lead to rebellion. Three days after Nixon's announcement, Kent State University in Ohio gathered a large crowd to protest the war. While students were peacefully gathering for protest, the National Guard stood watch. The troops had been ordered to oversee the protest and had been given live ammunition. Students were
asked to leave, and after failing to disburse, the troops opened fire. Four students were killed, many were seriously injured by random gunfire and dozens were injured from the stampede in the struggle to escape. News of the incident in Ohio traveled quickly over the country. The peaceful protest that went wrong upset thousands. The Kent State incident galvanized student

protests around the nation and SIU was eager to join in the protest. On Monday, May 4, 1970, the Student Senate at SIU voted unanimously to join the national strike against war. They scheduled a class boycott for two days later.

On Wednesday, a protest or boycott was held at noon in front of Morris Library, with 3,000 students attending. An account of the event was broadcast on WIDB radio station describing the students as "seeking to extend official class suspension, the crowd moves to Lawson, and Wham, disrupting classes, pulling fire alarms, trying to get students out of class to join the crowd." Just as at Kent State, the National Guard was called into action at SIU. Van Anderson, a student at SIU, described the crowd action in an interview in the *Daily Egyptian."* What I saw outside is an image I will never forget: broken shop windows stretching for three blocks down South Illinois Avenue, a trail of shattered glass in the wake of rioters fueled by anger, drugs, and booze." The following day troops attacked students with tear gas. On Friday, two days after the initial riot Martial Law was declared for SIU. The conditions under Martial Law banned the assembly of any groups and prohibited anyone from being outside between the hours of 7:30 p.m. and 6:00 a.m.

WIDB played an important role in escalating the student unrest. WIDB's original concept was that students wanted music, entertainment, and some information. Some information transformed the station into the news authority on riots for SIU students. In addition it played all the hits for teens and young people of the time. Songs like Buffalo Springfield's "For What It's Worth" included lyrics such as "A thousand people in the street singing songs and carrying signs. Mostly say hooray for our side. It's time to stop, hey, what's that sound everybody look what's going down". Another song inspired by the events of the1970s and the war protests is Edwin Starr's "War", which asked what good is it anyway?

During the 1970s rock 'n' roll, songs were inspired and embraced a rebellious group. Geoffrey Ritter wrote in the *Daily Egyptian,* "between 1968 and 1978 movies got bigger, social boundaries got smaller, and rock 'n roll emerged as one of the definitive American art forms". Those songs are still played today and demonstrate what happens when a student body's voice is stifled. The pent up emotion against war in 1970 inspired music and new public protests.

Hopefully, in the future, disagreements between a governing body and the governed will be solved with less violence and more music. However, in the 1970s the music encouraged teens to speak their minds and act on those thoughts. [From Buffalo Springfield, “For What Its Worth” at www.lyricz.net/B/Buffalo+Springfield/89747/ (Nov. 1, 2004); Geoffrey Ritter, “The 70s in the Long Run” at “http://www,Dailyegyptian.com/summer/01/07/01/1970s.html (Oct. 19, 2004); Starr, Edwin, “War”, http:// www.getlyrical.com/lyrics.html?type=Song&Id ov. 1, 2004); WIDB Network.org, “History Chapter” http://www.widbnetwork.org/history22.htm; widbnetwork.or History23. htm; http://www.widbnetwork”.org/History 24.htm.(Oct. 14, 2004).]

Child Labor in the 1930s

Raymond Davis
Brookwood Junior High School, Glenwood
Teacher: Harry Daley

During the Great Depression, an estimated ten million adults were out of work, but children continued to work in growing numbers, especially in cities like Chicago. Children were forced to work long hours to provide food for their families. Now, there are laws in Chicago and in the United States that children can not work unless they are over sixteen years of age.

During the Great Depression in Chicago, thousands of men and woman were out of jobs and were supported by their children. Most kids worked in sweatshops with long hours and very poor pay. Boys worked in meat packing. The girls sometimes worked on sewing and weaving clothes, cloth, and gloves. A lot of children also worked in their family's business or worked in sweatshops.

Some laws helped child labor in Chicago and in the United States. Franklin Delano Roosevelt created the National Industrial Recovery Act (NIRA) in an attempt to relieve industrial unemployment by eliminating unfair trade practices. Thus, minimum age standards were incorporated in five hundred separate industrial codes. Even with this law, child labor was still practiced in Chicago and in the nation. In 1935 the Supreme Court ruled that the NIRA gave the president too much power and that it was unconstitutional.

Almost within a year, the number of employed children increased 150 percent. With more children in the factories working ten hours a day, the safety of the children decreased. For example, the boys worked with no gloves or suits, with large, sharp knives that could easily cut them or someone else's hand. In addition, girls worked in the fabric factories and had to be very careful around the large machines. As more children came to work, the working conditions worsened. In 1938, the Fair Labor Standards Act was passed. The Fair Labor Standards Act clearly prohibited the employment of any child under the age of fourteen. In addition, the act stated that teenagers under the age of sixteen could legally hold a job but only

when school was not in session. But luckily, a Supreme Court had new members that were not so sympathetic to big business upheld the law. Because of the Fair Labor Standards Act, children under the age of fourteen do not have to work in the harsh sweatshops or slaughterhouses.

Today child labor is defined as the illegal employment of children. Also when children work longer hours than allowed by law, their compensation is unfair, illegal, or nonexistent, and when the working conditions endanger their health.

Also, federal laws now are more specific than they were in the 1930s. Children between fourteen and sixteen years of age may not work more than forty hours in any week when school is not in session, and only, three hours in one day when school is in session. Children may not begin work before 7:00 a.m. or work after 7:00 p.m. except during summer vacation, when they can work until 9:00 p.m." Sixteen- and seventeen-year olds can work as many hours as they want in all jobs not declared hazardous by the Secretary of Labor. State laws, including Illinois, however, are far more restrictive.

Most children today work for themselves. During the Great Depression, children worked to support their families. Children now work for money so they can spend it on gifts for themselves or others. Also, the types of jobs differ from 1930. Teens now work in stores like Jewel Osco or Wal Mart. Teens in the 1930s, however, worked in factories with sweatshop conditions.

In conclusion, child labor has changed over the years, from sweatshop conditions to practically no child labor in the United States. It was helped by some laws passed like the National Industrial Recovery Act, and the Fair Labor Standards Act. But, even with all this support, there is still some child labor in the United States and all over the world.

[From Susan Bartoletti, *Kids on Strike*; Laura Green, *Child Labor: Then and Now*; Page Smith, *The Rise of Industrial America*; and R. Conrad Stein; *Child Labor Laws*.]

High School Life

Sara Frey

Good Shepherd Lutheran School, Collinsville
Teacher: Michael Voss

Some think today's high school students have it easy with many owning their own cars, computers, cell phones and their biggest responsibility being homework. Just how hard is it to be a high-school student today, and have things changed much over the years? To answer this, we will compare the high school experiences of two southern Illinois girls, Rosie Stern, Class of 1948 and Krista Frey, Class of 2005.

Nearly sixty years have passed since Rosie's school days, but her memories are amazingly clear. Rosie attended Granite City High from 1944 through 1948. Unlike the early 1940s, a time when rationing of goods such as food, gas, and tires was necessary and the impact of World War II curtailed normal living, the mid-to late-1940s were an easier time for many. Rosie was a good student, graduating in the top ten percent of her class. She proudly recalls being one of the first females accepted in drafting class. Her favorite subjects were history and literature, she especially enjoyed studying the classics including Shakespeare, and she tells of reading his works alone when only twelve if she could get a hold of her brothers' books.

Her least favorite course was Advanced Algebra, but one would think that Rosie might have liked it better if she could have used a calculator like students today. She said there was little technology available, except for adding machines and typewriters that could be rented from the local bookstore, Grahams. Although an excellent student, Rosie could not attend college. She describes her family as being "rather poor" saying that that "most of us had little chance of attending college unless our families were well off". She added that because of the G.I. Bill following World War II, many young men were able to continue their educations.

Krista attends Metro East Lutheran High in Edwardsville and will also graduate in the top ten percent of her class next May. Her favorite subjects include Religion, Physics, and Calculus. Having the benefit of modern technology like her computer and calculator to assist

her in these higher-level courses, she would not want to think about completing them without this help, Krista is going to college next fall as will over 90% of her graduating class.

The end of World War II made for a strong economy, bringing industrial expansion and housing development to Granite. In 1948, Granite City Steel broke all production records in the company's long history. Rosie describes her high school days this way, "I don't recall worrying about much. Jobs were plentiful. Housing was being upgraded. WWII had ended, and we had not yet gotten involved in Korea. Our biggest worry was clothes and getting married." By today's standards, Rosie did not live in luxury. Still recovering from the Depression, her family lived in a four-family flat until her senior year when, with her and several of her siblings working, her family was able to buy a seven-room house contract for deed. "Five girls shared two bedrooms, and there was always competition for first bath and first use of the ironing board for dates. We had a radio and phonograph but no television."

Edwardsville, Krista's community, is also experiencing a strong economy, with much housing and business growth. Krista describes her family as middle class, and like many of her friends she has her own room equipped with a computer, television, VCR, DVD player, and telephone. She loves attending her small, Christian high school but probably would not describe high school as being quite so worry free as Rosie. During her freshman year, September 11, 2001, terrorists attacked our nation. In addition to this concern, Krista worries about her 22-year old cousin who has been diagnosed with cancer.

During Rosie's high school years, she and all girls were by law forbidden from from participation in competitive sports, She did play in the school band, something she said she was not all that good at but enjoyed nevertheless. "Many students worked. The local hospital hired many teenagers, as did Woolworths and Newberry's Dime Store. . . .

"I worked for Southwestern Bell from the age of 16" said Rosie. It was supposed to be summer work, but they persuaded her to stay throughout the school year (28 hours one week / 32 the next. She was a telephone operator, being promoted to supervisor the week of high school graduation, a career she continued until her retirement 35 years later).

Between work and maintaining grades, Rose had little time to date but enjoyed her limited time

hanging out with friends. She loved riding the streetcar to St. Louis to go to theaters and to shop at Famous Barr, with her favorite places to shop for clothes being Carp's in Granite City and Garland's in St. Louis. "There was no dress code [at school], but everybody tried to outdo one another in dressing stylishly. . . .Sweaters and skirts were the norm. A string of pearls were a fashion must." She said that while many tried drinking, drugs were really rare, and violence was almost unknown in schools.

Unlike Rosie, Krista has the opportunity to participate in many sports and activities not limited by her gender. She keeps busy with dance team, tennis, homework, and working part time. In compliance with school dress code, Krista dresses conservatively, usually in a t-shirt and jeans. Hanging out with friends is the weekend routine. Drinking, although something she has avoided, is around, with little problem of violence or drugs at her small high school.

Rosie, having seen seven sons through high school and playing a big role in the lives of her grandchildren, thinks that it is harder for kids today than in the forties, "because without college it is so difficult to find a meaningful job, there is so much pressure to perform." The high school experiences of Rosie and Krista show that over the years much has changed, much remains the same, and these two southern Illinois girls both worked very hard to succeed. [From Georgia Engelke, *Looking Back at Granite City's Heritage 1801 -1993; A History of Granite City Steel...Since 1878; History of Granite City. 1896 -1946. Volume 1.* (Granite City, Ill Public Library); Student Historian's interview of Krista Frey, (Sept.13, 2004); Student Historian's interview of Rosalie Stern, (Sept.12, 2004).]

Clothing for Teen Girls in the 1970s

Jai Han
University Laboratory High School, Urbana
Teacher: Adele Suslick

Teen clothing during the 1970s in Illinois was very original and rebellious. Changing from old styles to newer, with unruly kinds of clothing, clothing became more and more of a best-dressed competition, from hand-made shawls to five-inch high heels. This era set the standards for today's clothing, and Illinois followed the national trends.

Clothing of the 1970s for the upper body was very different from today's. Anything with an Indian, Asian, and peasant look was very popular. These included Indian fringes and headbands and traditional Chinese silk garments. Peasant blouses, tunic tops, and vests were also part of the trend. Tie-dyed and psychedelic patterned polyester shirts and knitted or crocheted ponchos were extremely popular in Illinois high schools.

Fashions changed drastically in the 1970s and they influenced girls in Illinois. During this period, girls started to wear pants, which was virtually unheard of before. Trends bent towards the unisex look: hip-huggers and bell-bottoms that were extra long were worn most of the time. Since many companies did not make jeans for women, most girls would buy jeans made for boys. In Champaign-Urbana, the more popular girls their clothes on the University of Illinois campus, where the stores sold more fashionable and appealing clothing. Very worn jeans were considered "in" at the time; some girls spent a long time bleaching their jeans to make them look worn and wear it with macramé belts, makeup, and beads. Many parents disapproved of their daughters wearing pants as they considered it to be unlike a girl.

Skirts were worn less frequently by teens because of the appearance of pants, but were in style. In the 1970s, three types of skirts appeared: the mini-skirts, the medium length skirts or midis, or the floor-length maxis. Styles included wrap around and a bit below knee-length skirts.

Other types of lower body clothing included the gaucho and hot pants. Gaucho pants were colorful, looked Mexican, and went just below the knee, usually accompanied by laced boots. Hot pants, which are short shorts, came from Europe and replaced mini-skirts. They were

popular amongst the younger generation but were banned from certain parts of society. However, this was only popular during winter since no one expected them to be worn during the cold season with tights.

Shoes in the 1970s were incredibly outrageous. By 1975, to be "chic", you had to have platform shoes with at least two-inch soles and five-inch high heels. In fact, they were so popular that many doctors were afraid that the shoes might cause the wearer's spine to be permanently damaged from the weight of these shoes. Clogs were also well liked since they were easily slipped on and off. These shoes could and would be personalized: they were decorated with fruits, silver, and hand painted stars. Other shoes included the Hush Puppies and go-go boots but in the summer, woven leather sandals were used.

Accessories in Illinois were very original and flashy. Beads, scarves, and jewelry were preferred. Huge gypsy hoop earrings, shawls, and hand-knitted ponchos—just to name a few. Purses came in a wide variety. There were purses made from old recycled jeans as well as purses made of vinyl and bamboo with drawstrings.

There were many popular looks of clothing at the time. Looks include the Annie Hall looks, pseudo Grateful Dead style, and tie-dyes. People looked to models and rock bands for the latest style; they included Twiggy and Janis Joplin. Twiggy was the world's first supermodel and had her own clothing line, the first being the Twiggy Dresses. Janis Joplin was a famous rock and roll singer who made triple-platinum albums and set many fashion standards.

Nowadays, teen girls take these things for granted. However, the girls of the 1970s paved the way for girls of the future to be able to wear what they want and still be comfortable. Future girls will remember the ladies of the 1970s for entering into the world of the forbidden and changing the lives of women forever. [From Kathern Angell, Katherine G. 1970's (Oct. 15, 2004), http://employees.oneonta.edu/angleikg/1970.html" Lillian Evans, personal interview. 21 Oct. 2004. Lois and Alan Gordon, *1920-1989 American Chronicle*. Charles R. Jr. Grosvenor, *Clothing of the 70s* http://www.inthe70s.com/generated/clothes.htm1>; Tim Hutton & Steven Warner *Twiggy* http://www.twiggylawson.co.uk/fashion.htm1> (Oct. 25, 2004); Laura Joplin,

Official Janis .com: Biography <http://www.officialjanis.com/bio.htm1> (Oct. 25, 2004); From Adele Suslick, personal interview. (Oct.14. 2004); From: Lisa. *Lisa's Nostalgia Cafe-the 1970's* <http://members.tripod.com/lisawebworld2/70s.htm1> (Oct. 14, 2004); From: *1970s* <http://www.geocities.corn/FashionAvenue/1495/1970.htm1> (Oct. 15, 2004); From*: Hot Pants*. *2000* <http://www.badfads.com/pages/fashion/hotpants.html> (Oct. 20, 2004).]

Illinois High Schools: Then and Now

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High schools in Illinois have changed a lot since the 1940s. Clothes, hair styling, school clubs and after school activities of the 1940 are all very different. The high schools of 2004 are all much larger with bigger classes and much higher graduation rates.

During the early 1940s the country was in the midst of World War II which also affected day-to-day high school life. Dim-outs and blackouts were common and each year a large number of senior students enlisted in the army as soon as their chance to serve their country came.

It was not always that way though. Before the war thirty-nine percent of high school seniors said they would never enlist in the army, and thirty-seven percent said they would only enlist if there was a war. Many people at the time wondered what would happen to this generation.

A typical high school student's day in the 1940s consisted of an early morning wake up to help out with the other children or if you lived on the average Illinois farm. School days were somewhat shorter than they are today but still included some of the same classes such as biology and algebra. After school most students participated in some club. After club meetings students went home, did homework and chores, and then went to bed early. This was a continuous cycle for the high school students. Today students in high school do not have to wake up as early because there is less to do. School days are a little longer and school clubs, except for sports, are no longer as common or popular, although some students do participate in them.

Since the 1940s overall graduation rates from Illinois high schools have jumped considerably. In the 1940s only 24.5 percent of 25-year-olds had a high school diploma; in 2000 83.4 percent of 25-year-olds had a high school diploma. In the 1940s work and money became more important to students than school because of low income and the war. About 13.7

percent of high-school-aged students had only five or less years of schooling compared to 1.6 percent today. Many students were driven to a life of stealing or quit school to start making money at a young age. By the end of the 1940s, graduation rates were slowly increasing. This could be because of the parents and the common slogan of that time, "School is the place to be. Without a high school education, the future will be dark".

If you walked into a typical Illinois high school about 1940 you would see girls wearing short skirts because of the shortage of cloth due to the war, bobby socks, saddle shoes and sometime blue jeans. They would wear anything plain and practical due to the rationing of cloth and anything elaborate was looked down upon. Girls' hair was normally dyed peroxide blonde and held up in a snood, which is a small netlike cap worn to keep the hair in place. By the end of the 1940s, the "in" style was the "New Look". The look came about at the end of the war when most of the rationing ended. Young men wore casual jackets and trousers, or sometimes leather pants if they could afford it. Their hair was worn slicked back or to one side. Today you still see short skirts on the girls, but not because of rationing. Bobby socks and saddle shoes are no longer worn, but blue jeans are very common. Hair is worn anywhere from the shoulders to the waist. It is seen in a range of colors, but blonde hair is very popular. The young men wear casual clothes such as khakis and a tee-shirt. Hair is either long, to the neckline, or short and spiked.

After school, high school students went to drive-in theaters, such as the Skyview Theater in Belleville, or listened to radios shows about the war. They also listened to talk shows, soap operas or comedy shows. Televisions were not common in the 1940s. Today, after school, students go to the movies, a friend's house, or out driving.

In conclusion, the 1940s were a very interesting time. Many things changed due to the war such as clothing and after school activities. High school may not have been a popular place to be, but the education students received there was good and many students turned into productive citizens who influenced Illinois for the better. [From About, Inc. "Hairstyles in the 1940s" www. beauty.about.com/cs/1940beautyhistory/qt/40hair.htm (Oct. 5, 2004); The Costumers Namifesto and Tara Maginnis, "The History of Fashion and Dress",

"http://costumes.org/classes/fashiondress /WW1toWW2.htm" (Oct. 5, 2004); Gina Giuliano; "Education, Reflecting Our Society", 2002 Edition Our Century 1930-1940; Skagit Valley Publishing Co., Our Century, Oct. 5, 2004; Tim Wood & R. J. Unstean, "The 1940s".]

How Are High Schools Different Since the 1950s?

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Although some aspects of high schools in Illinois have remained the same since the 1950s, many features have changed. One such factor that has changed greatly is race in schools. Also, gender equality has been greatly affected by the times. Finally, there are many little aspects of how life in high schools has changed. High schools have changed, but how different are they really?

Racial factors in high schools have changed greatly within the course of fifty years. Not only are schools finally integrated, but also many different races have the opportunity to learn in high schools in Illinois. Integration was first enacted in 1955. Although part of the fifties witnessed African American students in all Illinois high schools, it was not until the mid-fifties that the law was passed. The first part of the Fifties was full of "all white schools" and "colored schools." The "colored schools" were over crowded and there was a great lack of supplies, even if "white schools" had empty classrooms and supplies to spare. Even after the integration of schools in Illinois, all students were not equal. In Chicago, Superintendent Benjamin Willis allowed no transfers of African Americans to "all white schools." Instead, mobile units were provided for the African American students. Through all of this, 562 classrooms were empty in white schools, while schools in the "black ghetto" were still over populated. Also, with all of the unequal rights of the African Americans, there were fewer advantages for them. In the 1950s, only one out of every four African American students finished high school. These examples clearly show how different high schools were in

the 1950s.

Another aspect that was quite different in the 1950s was women's equality. In 1972, Title Nine was passed. This allowed girls in high schools to participate in the same sports as the boys. There were virtually no opportunities for girls in the 1950s. Title Nine wiped out any discrimination because of gender in schools, but there was no such law in the 1950s to guarantee the rights of girls in high schools. The girls were treated as "second class" in high schools, "regardless of their ability" It was extremely different in the 1950s, for girls, as opposed to now. Girls now are encouraged to become anything from soccer champions to space shuttle commanders.

Finally, there are many facts that demonstrate how different highs schools were in Illinois in the 1950s. Students do not do well on standardized tests. On the average, verbal scores on the Scholastic Aptitude Test have dropped more than 35 points. Also, high school students have scored far worse on math and science scores. Along with these test scores, consolidation of schools has led to far more districts in Illinois since the 1950s. There are many statistical features that have changed since the 1950s as well. For instance, a teacher's formal education was one of the most important factors in determining whether or not she/he was hired in the 1950s. Now, it is one among several factors. Also, the matter of religion has changed quite a lot since the 1950s when only 39 percent of people poled in a survey thought that a religion class should be taught in high school. Now 50 percent think that a religion class should be part of the curriculum.

As can be seen, high schools in Illinois are quite different since the 1950s. The race of a person no longer determines where they will go to school or what type of education they will receive. Also, the gender of a person will not decide what they can

and cannot participate in at school. Finally, there were many little aspects to high school life that have changed since the 1950s. Life certainly has gotten quite different.

[From Samuel Gove and James Nowlan; *Illinois Politics and Government*; Charles Hirshberg: *How Good are our Schools? LIFE Magazine* (Sept. 1999); Illinois Issues "September 16, 1978" www.lib.niu.edu/ipo/ii780914.html. (Sept. 27, 2004); Fredrick and Patricia McKissack; "The Civil Rights Movement in America"; Max Whol; "What is Title Nine?" www.acluohio.org/issues.peer"_harass-ment/peeer_harassment.htm. (Sept, 27, 2004).]

The Life of a Teenage Before and After World War II

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It is often said that Illinois is the microcosm of the United States, with its vast prairies and heavy industries, with its villages and its big cities. Whether from Chicago or downstate Cairo, nowhere is the transition of American values and culture more prominent than in the life of a teenager before and after World War II. Teenagers have defined the landscape of Illinois in thought and action throughout history and its results can be seen clearly today.

The earlier part of the twentieth century brought an end to ruralism in Illinois with the introduction of Ford Model T. Cultural and educational facilities became easily and rapidly accessible, and the line between town and country began to disappear. For instance, students in villages would have had to find room and board in town if they wanted to attend high school. Cars introduced demands for good roads, and farmers transported vegetables and livestock cheaply to the markets. Rural teens began to discover the convenience of the car not only to attend school but also found it much more convenient to slip into town for a movie or to go shopping. Also, inter-city high school football and basketball contests became major social events, and as the nation began coming out of the Depression , teenagers utilizing the auto, soon enough created popular "hang outs."

Teenage life was further altered by the introduction of new appliances that cut down time spent on chores. Telephones that became widespread by 1927 allowed instantaneous communication not only between friends, but also between teenage males

and females. Stoves, refrigerators, sewing machines, irons, washing machines, and vacuum cleaners made housework easier and removed the need for domestic servants. Thus, these inventions made the teens of Illinois subject to chores.

Better farm equipment removed the toll on labor and lessened the desire for youth to plan a life in agriculture. Leisure time led to growth of magazines and advertisements geared toward teens, whether for clothes, gadgets, or cigarettes. Though fashions were subdued in color and tailored due to the Depression and pre-wartime feelings, teenage girls still found refuge in these magazines and advertisements that displayed shorter hemlines, slimmer skirts and little or no trims thus promoting the recycling of textiles in an effort to conserve fabric.

Chicago, being the cultural and economic hub of the state, promoted materialism. The city beckoned youths to buy compulsively—showing billboards saying why wait for the better things in life. Illinois was instantaneously fixated on installment plans, credit purchases and radios, motion pictures, sports, and amusement parks further fueled the euphoria.

World War II called for a different contribution from Illinoisans. The government had a need for skilled and unskilled laborers. Illinois high schools had a tradition to produce men and women with apt knowledge of typing, shorthand, drafting, machine work, and accounting skills, permitting industry to use more efficient, more complex techniques and routines. Technology was not the only thing that benefited the contribution from the state of Illinois. Hands-on work played a great role as well. Teenagers also aided in collecting scrap metals, which were eventually melted down to make bombs and shells. They went out and searched for all types of metal items. Most

of these items would be found on the iron railings or gates surrounding local parks and public buildings.

However, Illinois' greatest contribution was the manpower to fight the war. By the end of the war, more than one million of the combined total sixteen million United States' servicemen came from Illinois. Many were volunteers that filled the ranks and often times at the expense of their high school diploma. Three-fourths of Illinois men served abroad and, like typical teenagers, were concerned about their future after the war. Once back, the servicemen were ready to settle down and apply their newly earned skills in domestic life and were eager to return to Main Street or wait for an “El” train again.

The years after the war were ones of prosperity and confusion. Keenly ready to make up for lost years in war, many teenage Illinoisans, now adults, embraced a new life and entered colleges and universities in record numbers. Enrollment increased from 107,000 in 1940 to 164,000 in 1956, and then soared to 500,000 by late 1970s. The state upgraded its colleges to full-size universities and opened dozens of community colleges to meet the demand. Two such schools were Southern Illinois University and the Illinois Institute of Technology in Carbondale. The college lifestyle called for change as interaction between the sexes, between blue and white-collared workers, and between whites and minorities increased.

Whether entering college or the workplace, many former servicemen married their high school sweethearts. These marriages saw the births of many babies. Thus, a new group of teenagers were on their way. This latter group of youths had encountered neither the hardships of the Depression nor the rousing nationalism of the war years.

When they came of age in the 1960s and 1970s, they were ready to introduce new values to Illinois and America.

Old norms of sexual behavior suddenly gave way. Respect for authority declined sharply in private and public spheres. Confidence in the future gave way to anxiety. Nowhere was this better demonstrated than in colleges and to a lesser extent in high school. Nationwide calls for racial integration were met with resistance by many adult whites, but embraced by the youth. A new revolution was underway. The goals that justified obedience such as the need to study to acquire modem skills, the superior knowledge of teachers, a basic belief in the importance of science and scholarship were no longer of paramount importance.

Teenagers amidst the confusion gave into consumption of alcohol and drugs, free sexual experimentation, long hair, and rock music. The quest for autonomy and identity reached new heights as disgust grew for racism, militarism, and the draft, and cynicism about politics grew because of the Vietnam war and the assassinations of the Kennedys and Martin Luther King, Jr. all combined to produce a revulsion against what has been labeled bureaucratic technological social order.

The remnants of this former way changed as teenagers coped with their identity in a post-modern world. Young Illinoisans' interest rose in community and urban welfare. Illinois teenagers expressed hope for the environmental political change. The backlash of the Seventies gave way to passivity by the Nineties. [From John F. Kennedy, *The Presidency;* Robert P. Howard, *Illinois: A History of the Prairie State;* Richard J. Jensen, *Illinois;* David Rubel, *The United States in the 20th Century;* Mary Watters, *Illinois in the Second World War.*]

Illinois Teens on the Home Front

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World War II was fought on other than battle fields, by other than soldiers who fought with weapons and faced danger. These warriors included women, teenagers, and their front was the home front. *"Home front* is a term invented in Europe to describe a new reality, the reality of total war," according to historian Albert Marrin. It was the job of these homeland warriors to keep up with the demands of war, a daunting task.

Many teens took part in the scrap drive for metals, rubber, fats, paper, and other materials needed for ammunition. Campaigns such as "Mount Aluminum" in Springfield in 1941, and the "V is for Victory" drive in Maryville in 1942 helped motivate teens to do their part in the metal drive. Such is the case of some Alton, Illinois students who were photographed standing in front of the official salvage depot. Even a small girl with her broken arm in a sling did her best to support the country. Smaller children were often forced to give up metal toys for wood ones during this time. To motivate young people to be "Uncle Sam's Scrappers", prizes were given and scrap hunts were organized adventures. Some teens even went a little too far and tried to take spike and tie plates from the Illinois Central Railroad.

Many high schools allover the state played a big part in Illinois scrapping. Hirsh High School in Chicago dismantled an old factory; the students secured tons of scrap along with some minor injuries. "Future Farmers of America", another high school group collected ten million pounds of metal by May 1943. Girls in Vandalia, Illinois gathered paper and fats. Several boys from Harper High School in Chicago averaged 10,000

pounds of waste paper a week! Sadly, metal trophies and World War I relics were also given and destroyed for the scrap hunt. As stated in the *Peoria Journal Transcript* on October 11, 1942, "Metal in that scrap pile is destined to serve the emotion which brought the pile into existence.

Both boy and girl scouts helped with the war effort. They sold war bonds and stamps. Some boy scouts in Illinois borrowed little red wagons to fasten behind their bikes to haul scrap. Girl scouts collected cooking fats from many Illinois people. In Aurora some girl scouts collected over a quarter of a million keys containing valuable nickel and brass.

Many things were collected by teens in Illinois and sent to soldiers – cigarettes, razors, books, clothing, and other things that a soldier might need. Teens also wrote letters of support to soldiers on the war front.

Teen-age power became a big part of the work force, now that many of the men were overseas. Farm work was something that became a normal wartime activity. But teenagers did much more than just farm. They also worked as riveters, draftsmen, electricians, and sheet-metal workers. War changed the lives of many of these workers. They could not manage both school and a job. Hence, school soon dropped out of their schedule due to the lure of high wages. The skills they learned on the job served them the rest of their lives.

Rationing affected the everyday life of many people including the young. As acknowledged by "Remembering the Home Front", V-book rationing of tires, automobiles, gasoline, bicycles, fuel oil, kerosene, stoves, solid fuels like coal, coffee, processed foods, meats, fats, canned fish, cheese, and canned milk, typewriters, and even

rubber footwear supported the war by conserving those items for war use. Perhaps the one item that affected their lives more than the others was the rationing of sugar. This meant no chewing gum, candy, cakes, or sweets unless made with sugar alternatives. Sugar cane was used instead for gun powder, torpedo fuel, dynamite, and other wartime chemicals.

Teens also were important in the raising of Victory gardens which produced vegetables. The Victory gardens in Illinois produced the highest totals of any state. Victory gardens were important to feed our soldiers and provide hospitals, USO centers, and army camps with the food and supplies. Even flowers were grown to improve spirits among wounded soldiers. Also food raised and eaten at home meant more produced elsewhere could be sent to the war front. "The man with a Hoe" became an important figure for this home front activity. Many amateur farmers tried their hand at gardening and were bitterly disappointed, but others succeeded in helping meet the demands.

The high school teens focused their attention on other ways to assist. Wood shop classes were used to make model airplanes. These model airplanes helped the Army and Navy train people to recognize types of aircraft. War Training programs opened at night and during the summertime in the high school shops and laboratories. Here soldiers learned trades and the new skills they needed. Nearly half a million people were trained in these programs by the end of the war. "Many high schools operated community canning centers, providing both instruction and equipment for the canning," according to wartime historian Mary Watters. Again, teenage high school students played an important role on the home front.

Collecting scrap, raising gardens, buying stamps and bonds, giving their time and

money to help the war are among the many things these adolescent warriors did. They showed how much they cared about their freedom and that of the world. Without teenage power during World War II**,** there would have been countless problems on the home front, in the work force, and on the battle fields of Europe and Japan. [From *Alton Telegraph*, Jan. 9, 2004; Ronald H. Bailey, *The Home Front: USA*; Stan Cohen, *V for Victory*: *America's Home Front During World War II*; Linda Martin Erickson and Kathryn Leide, *Remembering the Home Front V-Book*; Kathleen Krull, *V is for Victory: America Remembers World War II*; Albert Marrin, *The Yanks Are Coming*; Maryville Centennial Committee *Maryville Illinois*; Mary Watters, *Illinois in the Second World War*.]

The Differences of Teenagers in the 1940s Compared to Teenagers Today

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"Teenager" was not even a word until the late 1940s. Zoot suits, bobby-soxers, soda shops, do not sound familiar. These were all things 1940 teenagers know. A teenager's life in the 1940s and today is extremely different in the areas of high school life and home life.

If you stepped into a classroom in the 1940s, you might see girls making dresses and boys training hard in physical education. At Crane Technical High School, physical education was very important because the principal wanted to keep all of the boys in tip-top shape for war. At Lucy Flower High School for girls, the students studied hat making, laundering, and beauty culture. Also, schools that had sewing classes, had a fashion show at the end of the year where the boys and girls alike would fashion what they had made. According to the Chicago Teen Exhibit at the Chicago Historical Society, the reason these classes are so different from today is "many poor and immigrant families saw little value in studying subjects like Latin and Botany. Educators knew that young people and their parents would choose school over work only if it served a practical purpose. In response, schools offered vocational and commercial courses from dress-making to bookkeeping. Growing numbers of young people soon filled technical schools". Schools taught lessons in family life, hygiene, and health. According to Joel Spring this was because "What do we do with sixty percent of students who aren't gaining anything from a college-prep curriculum? We will give them "life adjustment education".

In 1940, eight out ten boys who graduated from school went to war and more than half of the population of the United States had completed no more than eighth grade. In 1945 fifty-one percent of 17 year olds were high school graduates. Today, more than 13 million teenagers report to public high school classes across the United States.

The Scholastics Aptitude Tests (SAT) began in 1941. They were used as a screening device for college admission and originally as an Army intelligence test. The SATs are a major part of today's teenager's life. To get into a good college, you need to do well on the SAT, considering 60% of today' s jobs require training beyond high school compared to just 20% in the 1940s. Today's high school students take classes much different than the classes in the 1940s. They take classes such as English, Mathematics, Science (one Biology and one Physical Science), U.S. History, Civics, Economics, Physical Education, Health Education, and Elective, Art or Music or Vocational courses, Career and Technical Education, and a Foreign Language. At Illinois Mathematics and Science Academy (IMSA), an advanced high school, students take math classes such as Mathematics Investigation I to MI IV. They study in-depth mathematics, and some students even work into the Calculus series of mathematics.

IMSA has numerous classrooms, an auditorium, and a swimming pool. In the 1940s, St. Michaels High School had a dark room, a gymnasium, a swimming pool, horses (for horse back riding lessons), and a bowling alley. At St. Michaels, on the first floor, there was the gymnasium and the music room, on the second floor the cafeteria, and on the third floor, the library and the chemistry labs. This school is much like today’s high school except the horses.

After school, in the 1940s, a teenager might go home, change clothes, and go to

work. If your family was poor, you would work very hard after school or you did not even go to school, but worked all day, and all of your earnings would go to your family. There were not a lot of high-paying jobs available in Chicago during the 1940s. Bill Flanagan, a teenage boy during the 1940s, claims "My first official job, I got when I was 14. I was a bus boy at the restaurant on the South Side. I got $0.25 an hour. Good money. I got $5 a week. Of course, you could take a girl out on a date for $5. Believe me, $5 was a lot of money." Eva Kelley, a teenager in the 1940s, was a YMCA locker room attendant for $0.66 an hour. Yvett Moloney, a young teenager during the late 1940s, had a rare job working in a mail order house for $3.50 a day, and she worked at a telephone company. Other jobs did in the 1940s include working at the YMCA and teaching swimming, working at a pizza place, and working at a warehouse. Anna Tyler, an African-American teenager during the 1940s, worked at the men's club as a waitress, the office university club, Wiebolt's as a clerk, and an elevator operator. Jerry Warshaw, a teenager in the 1940s, had numerous jobs: delivery boy at the fish market, a soda jerk, at the Treasury Department, and the post office. His most memorable job was an usher captain. He had 17 men under him and got paid $0. 45 an hour. Today we still have ushers, only they work in performance theaters and at sporting venues. Many teens today work at fast food restaurants and stores such as Jewel Osco and Walgreens. Today, most restaurants and grocery stores let teenagers work there as long as they are 16 or older. Many high school students today volunteer as well as have a job because service hours are required to graduate from high school.

Because of World War II**,** there was rationing and victory gardens on the home front. There were scrap drives, war bond drives, and every sort of stamp for food or shoes. "The average gasoline ration was three gallons a week; the yearly butter ration twelve pounds per person, 26 percent less than normal; the yearly limit for canned goods thirty-three pounds, thirteen pounds under usual consumption levels; and people could buy only three new pairs of shoes a year", according to historian Michael Uschan. Compare that to today. Today you can buy almost anything.

"When traditionalists talk about the Family, they mean an employed Father, a stay at home mother, and two school-aged children. This profile only fits 5% of United States families today", according to historian Letty Pogrebin. During the 1940s, teenagers and there parents were usually very close. Some parents who supported the war effort left there teenagers unattended. This caused "renewed social alarm about juvenile delinquency. To answer the crisis, social guidance films shown in the classroom presented scenarios meant to shape teen behavior into more acceptable forms", according to a history of American education.

From Zoot suits to baggy pants; from sewing classes to biology; from radios to television, a teenager's life in the 1940s is very different from today. [From Susan Ansell "High School. Education Week: High School Reform"edweek.org/context/topics;/ issuespage cfm?id+cfm?id+15>, (Oct. 4, 2004); Stephen Feinstein "Decades of the 20th Century: the 1940s, from World War II to Jackie Robinson, Chicago Historical Society, "*Teen Chicago";* Eva Kelley interview, no date. (www.teenchicago.com); Yvett Mohony interview, (Nov 23, 2002); (www.teenchicago.com), Student Historian's interview with Meghan Murphy, (Oct. 2, 2004); High School,''*ECS IssueSite: High School"*, ecs.org/html/issue. asp?issueID=108 (Sept. 15, 2004); High School Curriculum Introduction, www.u46.k12.il.us/high_school_curriculum_introdu.html> (Oct. 10, 2004); Sara Mondale and Sara B. Patton, *School*: *The Story of American Public Education*; Letty C. Pogrebin, *Family politics, Love and Power on an Intimate Frontier*; Sammy Skobel interview Nov. 22, 2003. (www.teenchicago.com); Tom Snyder, "Educational Attainment: Literacy From 1870 to 1979", www.nces.ed.gov/naal/historicaldata/edattain. asap (Oct. 4, 2004); Michael V. Uschan; *A Cultural History of the United States:*

Through the Decades the 1940s.]

The Years of Adolescence Before and After World War II

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There was a war that hit our country hard. By 1941, the United States was fully involved in World War II, and many teenagers felt the devastation. Prior to World War II, teenagers were "seen and not heard". By the time World War II ended teenagers were playing a larger role in our society, influencing language, music, clothes, and even values.

One difference between Illinois teenagers today compared to those before the war is more job opportunities became available to them. Before the war, many teens were not able to find employment, and extra money was a rare. In the early 1930s, the Great Depression was in progress, causing businesses to slump and unemployment to rise. Money as well as jobs were hard to come by. However, if teenagers were lucky enough to find jobs, the money they made was usually given to the family to pay bills. During this time, President Roosevelt formed the National Youth Administration (NYA) to help various counties across the United States, one of these being St. Clair County, Illinois. The NYA was designed to help high school and college students in their local area find employment. These jobs might include library service, acting as a teacher's aide, grading papers, and cleaning city hall. The NYA program was a huge success, helping many teenagers in St. Clair County. It not only relieved the burdens of some families financially, but the teenagers also learned skills in finding their own employment to support themselves and family members.

As we look around, we see life is much different for teenagers today. Many teenagers are not worrying about where their next meal comes from; they are looking

to see how much money they have, where they are going to spend it, and what they are going to buy. Believe it or not the life of teens began changing during the war when many companies turned their efforts into making war products. In the late 1930s and early 1940s, consumers did not have much purchasing power. But as a result of all their saving, when the war ended and companies stopped making items for war, many people began buying products they had lived without. The many sacrifices they made during the preceding years resulted in an economic upsurge. It has continued to soar, and many teens are now able find jobs in the service industry. As a result many teenagers today are employed and enjoy more job opportunities than ever before.

Another difference between Illinois teenagers today and before World War II is the educational opportunities. Even prior to the NYA, another relief program, Civil Works Education Service, was started in St. Clair County, Illinois. This program was established to help unemployed adults learn skills, such as reading and writing, but to also help teenagers learn to type, sew, and cook. At this time, school took on a more important role in a teen's life unlike in the 1910s when only fifteen percent of all teenagers attended high school. Most teenagers no longer stopped their education after high school, but went on to college or a trade school. Since then education has become more important in teen life, offering many more employment opportunities. Today, more job positions require a high school diploma as well as a college degree

Yet, school is still very different for some. Before the Civil Rights Movement, all schools were segregated; no black and white teens attended school together. But fortunately in 1909 a group called the National Association for the Advancement of Colored People (NAACP) was organized, fighting numerous civil rights battles in hopes of destroying barriers and gaining rights for blacks and other minorities. In some areas, each year competitions are still held in Illinois for teenagers to compete in various academic fields. This group has grown rapidly, and today the NAACP is one of the largest civil rights organizations in the country.

Individualism makes a major difference in teens life today, compared to life before World War II. In the 1930s nd 40s individual ambition and equal opportunity for white and black, men and women was mostly non-existence. There was little individual-lism for most girls grew up to become mothers and homemakers. Most boys had little choice except to become fathers and support their family with their earnings. However, now, in Illinois, most parents and schools encourage girls to receive an education, follow their dreams, and become whatever they want to be.

Finally, Illinois teenagers today have different values than the generation before World War II. Today teenagers set their own standards and express their own opinions and personality. They might wear expensive designer jeans and have telephones, com-puters, TVs, and stereos in their own room. Today's teens are much more into "things" than the pre-World War II teen ever dreamt. Teens in the 1930s wanted to grow up too fast. Some even began smoking in public. They wanted freedom from parental control. Unfortunately, this has led to an unfavorable life for many teens. The Drug Abuse Resistance Education (D.A.R.E.) program helped most teenagers in Illinois. It was introduced to the grade schools across the country in 1983, and by the early 1990s it became a permanent part of All Saints Academy. D.A.R.E targets young people, teaching them how to say "no" to drugs and alcohol, and it helps raise self-esteem for many.

Our current culture can be viewed in many different ways. Some say that the young adults today lack good values and are too self-centered. Some think the years before World War II were the "good old days" where there was little violence or dis-obedience. However, others think today's teenagers are in many ways better. They say teenagers today are more accepting and open to change and differences and have more choice in education, jobs, and lifestyles. [From Christopher and James Collier, *The Changing Face of American Society*; David Downing, *The Great Depression*; Deanna Hasenstable, “The NYA in St. Clair County”, *Illinois History* (1983); Grace Palladino, *Teenagers*; Michelle Peterson, “Education Relief Programs in

St. Clair County During the Depression," *Illinois History*, (1998); Lucy Rollin, *Twentieth Century Teen Culture by the Decade*; Rhonda Schickendanz, "Education and the Great Depression", *Illinois History* (1977); Lorie Smith, "The Paper" NAACP and Its Youth Prograjs", *Illinois History* (1983); Mary Wieland, "War in Our Schools." *Illinois History*, (1995).]

MacArthur High School in the 1950s

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High school in the 1950s was distinctly different than high school today. The most impressive difference lies in the social interaction between students. There were differences in racial relations, tons of entertainment, and dating.

In the early 1950s schools across the country followed the idea of "separate but equal", meaning that though blacks and whites were in separate schools they were getting the same education. Hence, they were "equal". Segregation was not looked upon as a problem until later in the decade. Donna Crisel of Granite City, Illinois, recalls her experiences at MacArthur High School in Decatur, Illinois. "There were very few blacks in the school. We didn't hang out with them. I was friends with one black girl when I was younger. I remember thinking that her family was very strange and different." Segregation did gradually disappear within schools even during the Fifties. However, that did not mean that the African-American students were treated equally. Susan Cook of Decatur, Illinois, also attended MacArthur High School in Decatur. "When we [Susan and her siblings] were in grade school, the schools were still all white. So, when we got into high school and there were blacks, we didn't know how to interact with them" To the average white person in high school in the 1950s black people weren't "cool" to be around.

Forms of entertainment in the1950s were distinctly different than they are today. High school students in the 1950s could not just go home and play video games for a few hours and then talk to their friends on the Internet before bed. The most popular places

for teenagers to congregate in the 1950s were "ice cream parlors, pizza parlors, drive-ins, bowling alleys, coffee houses and record shops". Mrs. Crisel explained what she and seven siblings did for fun. "We weren't a particularly wealthy family. There were only four rooms in our house and if you stayed inside, mother would make you clean something; so we all stayed out until dark. We played with the neighbors. My dad made us stilts out of wood. I remember when the neighbors down the street got a color T.V. They were the only ones on the block and we would go over and watch 'American Bandstand'."

According to research by Becky Bradley of the Kingwood College library, "In the early fifties teenagers spent more time watching TV than they did going to school". When I asked her about what she did on the weekends she replied "on Friday nights there were movies for really cheap, maybe a nickel, I don't really remember, I just remember that we would all get in the back of the truck and go see the show." Susan Cook is Donna Crisel's sister, so her response was somewhat similar.

Dating in the 1950s was probably the most distinctly different aspect of social life. Boys always asked girls on dates, not the other way around. If a couple was "going steady", there was always an exchange of something, a ring or a jacket. Boys always paid for things and always picked up the girls. Also, high schools were very active in promoting the right idea about dating to their students. Mrs. Crisel and her sisters had a few boyfriends in high school. Mrs. Crisel spoke about one in particular: "He was a cute athletic boy and he came to our house. My brothers and my dad were all there to greet him at the door. He had to sit in the living room and talk to my dad for a few minutes before we were allowed to leave. My dad was really intimidating. Anyway, after that we

went and saw a show. I don't exactly remember what the show was, but I do remember not being able to go anywhere afterwards since I had to be home by eleven p.m. Anyway, so we pulled up into the driveway and we were a few minutes early. So we sat and listened to the radio and talked. I leaned in to kiss him and the light on the porch flashed that it was time to come in. I was really embarrassed when I walked in because my dad had been watching through the window. This was fairly common in the 1950s. Most girl's parents would make sure that they met a boy before the girl could go out with them. There was a lot of protocol involved with dating in the 1950s due to the clean image that people wanted to maintain. They taught this protocol in high schools during the 1950s through films shown in classes. Girls also took classes explaining what is expected of a girl when she is in the company of a boy.

High school is the social hub of teenage lives. In the 1950s students in high schools were dealing with race issues, watching a good deal of television and movies, and dating in the most respectable way. [From "American Cultural History", Kingwood College Library at www.kclibrary.nhmccde.edu/decade50.html (Oct. 19, 2004); *Chicago Tribune*, Jan. 11, 1890, Jan.1, 1950, Feb. 4, 1950; Index Fifties Web, www.fiftiesweb.com (Nov. 1, 2004); Windy Sombat, "Teenage Dating in the 1950s," honors.umd.ed/HONR269J/projects/sombat.html (Nov. 1, 2004); Student Historian's interview with Susan Cook (Oct. 30, 2004); Student Historian's interview with Donna Crisel, Oct. 31, 2004.]

The Transistor Radio and its Effect on Illinois Teenagers

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Few baby boomers made it through their teenage years without experiencing the impact of the transistor radio. Despite this, the transistor radio had a fairly rocky beginning. When the first was introduced to the market in 1954, it was met with lackluster public interest and sales figures. However, these first few months turned out to be an anomaly. The transistor radio went on to become a popular sales item, the catalyst for the biggest music revolution in history and a symbol of teenage independence across the country.

In order to make a reasonable argument on the effect transistor radios had on Illinois teenagers, it is important to first understand the history of the device. The first model to come on the market cost about $50 ($280 at today's rates). This was the shirt-pocket size REGENCY TR-I. It did not sell well, but many other companies soon added their models. The other models were all larger than the TR-I, and often more expensive (up to $80, about $450 currently). Having no advantages over the TR-l, the new models did not sell any better. It seemed the transistor radio would become merely an interesting gadget, not a must-have item for all adolescents. The industry needed an infusion of fresh blood. It came from Japan, where a number of companies had obtained the technology for building transistor radios. After several failed attempts, the first pocket-sized Japanese transistor radio rolled out in March 1957 from the company that went on to become SONY. This model was considerably smaller than the American models, mainly because of one innovation: not only had they replaced the Vacuum Tube

with the smaller transistor, the rest of the radio was also made of special miniature parts. Many Americans fell in love with the TR-63's aesthetics and technological power. When the even smaller TR- 610 was released, the transistor radio was on the verge of becoming a craze. However, it would take another factor to push it over the brink: the rock and roll revolution.

In 1954, Elvis Presley burst onto the music scene with a number one single, "That's All Right." Within a year he had a $40,000 contract, and went on to be the biggest record seller of all time. He gave America its first taste of Rock and Roll, and America would not let go. By 1960, Rock was dominating the airwaves, but many adults did not like it. The tension between teenagers and parents found an outlet in the transistor radio. Teens could listen to what they wanted wherever they wanted. They eagerly snatched up the radios, and the transistor radio became an expression of oneself, much as teenagers today use cell phones as a form of self-expression. The individuality and small size of transistor radios also contributed to the incredible market for them; instead of each family needing one cabinet-sized radio, each member in the family needed his or her own transistor radio. Hence, this new technology found its way into the hands of nearly all teenagers.

Anything, material or not, when possessed by nearly all of a particular population, will have an effect on that population. Whether the effect of transistor radios on teenagers was positive or negative is subject to debate. Proponents argue that the transistor radio made a teen more independent, and thus, happier. Many teens of the era cite Rock and Roll's liberating energy as a reason for its popularity. Transistor radios also made the parents happier, since they no longer had to listen to their kids' preferences. However, opponents made a strong argument that is still a hot issue today. Essentially, they argued

that another result of teens taking their music with them was that their parents were no longer around to hear what they were listening to. Songwriters took this opportunity to appeal to the adolescent mind with many raunchy songs, at least compared to the traditional listening of only ten years earlier. One critic of the time said of Rock that "not only are most of the [rock and roll] songs junk, but in many cases they are obscene junk pretty much on the level with dirty comic magazines." The presiding argument was that Rock songs put bad ideas in kids' heads. Loudly.

With new decades come new technologies. After the transistor radio, there was the cassette walkman, the CD walkman, the MP3 player. And now, with music available, legally and illegally, to everyone with an internet connection, music is influencing a broader and broader base. Modern politicians still argue over the appropriateness of the content of popular music. But the teenagers that people were concerned with in the Sixties turned out all right, even though, many would argue, their minds were contaminated by the foul music coming out of their transistor radios. Obviously, the adults and teens of the past, and possibly of today, were and are on different channels. [From CEA. org. “Digital America: The Transistor.” www.ce.org/ publications/ books_references/ digital_american/history /the_transistor asp (Oct. 21, 2004); “Elvis Presley,” Campusprogram.com. www.campusprogram.com/reference/en/ wikipedia/ e/el/evis-presley.html (Oct. 21, 2004); “Rock & Roll is Here to Stay”, BMI. www//bmi.com/library/brochures/ historybook/rock.asp. (Oct. 20, 2004); Enrico Tedeschi, “Transistor Radio Mini-History,” www.etedeschi.ndirect.co.uk/tr.radio. history.htm (Oct. 20, 2004).]

Some Major Differences Between High School in the 1950s and Now

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When you think of the 1950s, you may think about your grandparents or great-grandparents. Their lives, and those of other teens, helped to shape and mold the 1950s and have affected Illinois today. The Fifties were the years of poodle skirts, greasers, and, unfortunately, segregation. Teen life in the 1950s was very different from teen life as it is today.

In the 1950s teens used typewriters, had phonographs to play records, and were able to go home or stay at school for lunch. Most high schools had a library and most teens lived within walking distance of their school and friends. There were not many gangs or bullies and a small number of teens went to one high school in their neighborhood. Kathleen Moore said that her Catholic high school had a bell to signify the beginning and end of classes and her school had an occasional fire drill. The typical desk in the1950s was one with a desk table connected to the chair with a basket meant for holding books underneath. Today, only some high schools allow students to leave the school grounds for lunch. Computers are probably one of the most important new technologies for high school students because most of their assignments must be typed in order to be turned in. Teens today not only get to go to libraries to do research, but they are also able to use the Internet to research and do homework. If it is necessary for teachers to provide an audio-visual format, then they could use a television, VCR, or DVD player.

Catholic high schools had uniforms and the teachers were usually strict nuns who smacked you if you did something wrong. Schools rarely took field trips and they did not have lockers. Since computers were not yet widely available in the 1950s, the Internet was not available either. Hence students depended on books to do most of their home-work and studying.

Some of the subjects taught in high schools in the 1950s were biology, Latin, Spanish, English, Grammar, Algebra, Geometry, Trigonometry, Reading, History (World and United States), geography, music, gym, and home economics (sewing and cooking). In some Catholic high schools no one ever received 100% on a test because the nuns believed that no one except God was perfect; so the highest score was a 99%. Tuition for high school was as little as $3 per month. Some other subjects taught in high schools today are music and art. Public schools do not have tuition but something very similar called a school fee. The cost of school fees varies, depending on what classes a student is taking. “AP”, advanced payment, classes and college classes are beginning to be offered at a few high schools for students who are advanced.

Baseball was a popular sport in the 1950s. "We idolized sports heroes," said Arai, "I mean, you think kids idolize Shaq or Kobe today. We used to idolize the baseball players." Teen boys had baseball teams and basketball teams, and teen girls had the cheerleading squads. Other school activities included school plays, dances, and fashion shows. There was also a valedictorian and a class representative. In 2004, a wide variety of sports are played at high schools, including volleyball, soccer, bowling, and softball. There are also many extra curricular activities or after school activities in which high school students can participate. These include crew, garden club, African

American club, ALAS (Association of Latin American Students), and the NHS (National Honor Society).

Since there was segregation in the 1950s, blacks and whites had separate proms, student governments, and sports teams and cheerleading squads. In fact, "By 1950, the inequality in educational achievement between white students and minority students had deepened since 1900, when very few Americans of and race or gender attended high schools, and formal education was only marginally a factor in national economic and social life," according to historians Mondale and Patton. Little Rock's Central High School was integrated by nine African-American teenagers in 1957. High schools in Illinois are now integrated. Hence black and white teens go to the same schools, have the same student governments, and are on the same sports teams.

In the 1950s most teen girls wore skirts or dresses everyday. They dressed up nicely most of the time. It was not common for a girl to wear shorts or pants to school. The only time teen girls wore pants was to lounge around the house or play outside. They wore jeans which were then called dungarees. Other things that were popular in the 1950s included cats-eye glasses, charm bracelets, poodle skirts and saddle shoes.
Teen boys were either clean-cut or greasers, and they wore penny loafers, khakis, and button down shirts. Most teen boys and girls in 2004 wear colored contacts if they need glasses. A popular shoe among teens is plain white gym shoes. It is now common for a teen girl to be wearing pants and jeans; teen boys usually wear gym shoes or sneakers.

High schools in the 1950s gave little homework; hence teens had lots of free time. Their boundaries usually consisted of the high school, the football field, the movie theater, and the drive-in. Both teenage boys and girls spent most of their money on school

lunches, but boys spent the least of their money on grooming, whereas, girls spent the least of their money on hobbies. Most high schools now give a lot of homework, even on weekends, so teens may not have as much free time as they did in the 1950s, but they still find time to spend with family or to go to the movies with friends.

The teens of 2004 will also affect the future, just as the teens of the 1950s have affected our lives today. From cats-eye glasses to colored contacts, teens lives have been and always will be different as the years, or in this case decades, go by. [From interview with Harold Arai. www. teenchicago.org/documents/550- H- Arai.pdf (Sept. 29 2004); Neil Kagan, Sarah Brash and Loretta Britten, R*ock and Roll generation: Teen Life in the 50s;* Mondale, Sarah, and Sarah B. Patton, eds, *School: the Story of American Public Education;* Student historian's interview with Kathleen Moore (Sept. 15, 2004); Teen Fashion www.fiftiesweb.com/fashion-wg.htm (Sept. 29, 2004).]

Did Girls Deserve Sports in High School in the 1960s

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People in the 1960s did not think girls' high school sports were important, but in today's society, girl's participation in sports is valued a lot more. Think back to high school! Some of your fondest memories might have something to do with sports. Sports have been in high schools since before anyone can remember, for males at least.

Think again. If you were in high school from the 1970s until now, then some of your fondest memories might be girls' sports. Before the 1970s there were no female sports, but thanks to new laws, female sports are possible.

High school in the 1960s seemed like a really fun and exciting time. Everyone was into "flower power". Teens were free and loose. It was when women were fighting for rights a little more and young girls were establishing themselves as part of society. However, there was one other big difference from high school, then and now. Most people do not think about this when they think of school in the Sixties but then when they hear about it are surprised. There were no sports for girls, except for volleyball in a couple of schools. Cheerleading was also available but it was not considered a sport, it was just an activity. Most of all girls schools did not even have volleyball and and cheerleading. Girls played sports with the boys outside of school but in school, they were not allowed. "Boys had such sports as basketball, track and football, but girls didn't, we just had to be spectators," wrote one historian. All the girls were confused. They wanted to know why boys could play sports but they could not.

Some even took it as an insult: "it was as if they were saying we were not good enough to play sports, “it’s a man’s job” wrote one person.

Once the girls started getting very frustrated there was a change in plans. In 1972, Title IX of the educational amendments was passed. This federal law prohibited "sex discrimination in an educational program or activity at any educational institute that is a recipient of federal funds."

This was like a release for high school girls. This new rule included all sports, band, drama and other extracurricular activities. It requires that women be provided opportunities to participate in sports. Once this law was passed a lot of things started changing: girls were finally able to participate in sports.

Even though girls were able to participate, conditions still were not fair. Even though it was a federal law a lot of schools still did not follow them. Even schools that did found ways to avoid it. They just would not supply the girls’ teams, would not schedule games, or practices, would not provide coaches and would not give them locker rooms. Other ways to weaken girls’ sports teams was to not provide with places to play. They would not give them any kind of publicity; they would not recruit athletes. This may seem like it's not really much, but it can cripple an up and coming sports team.

High schools eventually started to get better with allowing girls to participate in sports. Nowadays girls can play just as many sports as boys. Even though a lot has changed, some schools are still breaking the law. Most schools do not know it, but they are still breaking it. Some of the easiest ways of breaking it is when schools give the boys letter jackets and the girls just get certificates of participation. Discrimination

also occurs when boys sporting events get scheduled at later times; this makes it easier for family and spectators to attend.

Before Title IX in 1972 less then 300,000 girls participated in high school sports. Now 1.8 million girls participate. Even though girls have always been discriminated against, in sports a lot of changes have been made and high school sports have defiantly helped improved women's rights. [From Amy Donaldson," Women have come a long in sports," www.Deseretnews.com/dn/view/o,1249,4051542,00 html. (July 1, 2002); Student historian's interview of Aleda Gregoire, Sept. 25, 2004; Student Historian's interview of Sandra Watkins, Sept. 27, 2004; Womens Sports Foundation. Title ISQ&A, www.womenssportsfoundation.org/cgi-bin/iow/issues/rights/article.html?record+888, (Apr. 19, 2004).]

Elvis Presley: King of Rock and Roll, and Their Influence on Teenagers

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In the last year before his death in 1977, over 80,000 fans in Chicago, Illinois, throughout two days watched a man glimmering with sequins and flashy clothes perform his magic. They screamed with delight as the spell that he cast throughout his life to not millions but trillions of teenage fans swept like an epidemic changing their lives forever. He was a mix of white and black culture. He was another mix of wild rebellion, yet still part of that reserved calmness. He was Elvis Aron Presley, the rock legend of all time changing teen life dramatically to what it is today

"Well, since my baby left me, I found a new place to dwell. It's down at the end of lonely street at heartbreak hotel." These powerful lyrics from the song "Heartbreak Hotel" captured the teenage audience starting from April 1956 as it climbed to number one on the *Billboard* top hits as well as did eighteen of his other songs. In Chicago, Illinois, he had number one hits in 1956, 1957, and 1969. Having been raised in a poor environment, Presley was experienced with many types of music including the black music. Blending this type of music in with his white appearance and voice, the attraction of many fans of different race and music taste was deadly.

His music was not the only part that captured the teen audience but also ever present gyrating hips, causing his nickname, "Elvis the Pelvis", and the shaking of his legs. Sending young teen girls screaming on the top of their lungs in ecstasy, these were Presley's signature moves throughout his entire career. With additional "making out with the microphone" and 'Jumping up and down with their guitar" these moves are still seen in teen rock today including bands that were formed in Chicago, Illinois. Going platinum in the same place, Presley was not one to follow current trends, but instead to

set them.

Although his career did not start this way, as a little boy he craved attention but at the same time was extremely shy. In his first concert, Elvis was so nervous yet completely absorbed in the music he danced clumsily. When the girls screamed, he was terrified because he though that they were laughing at him, but when he found out that was because they loved his moves and music, he defined more of his dance moves, and screams increased in both volume and attracted more girls. However, the reaction from the opposite sex was different, because men and boys did not see that talent at first and thought that the moves were "not planned out." Often on the second time they saw Presley though, things dramatically changed. There were so many screams from the girls that no one could hear what he was saying, and Elvis' moves were definitely less spontaneous. From then on, he was the icon and obsession for all boys and girls, the girls to someday marry him, and the boys to someday be like him. As the days went on in Presley's life, especially before and after he was drafted into the war, it took a toll on his number one celebrity lifestyle**.**

After the death of his beloved mother right before he was drafted into the army, Elvis was devastated. Although his mom was probably the most important person in his life, she certainly was not the only women in his life because he also had several girlfriends. He was always accompanied by the most attractive women in the city he was in, along with other adoring fans. He only had a few major women to whom he was completely devoted, but of course, his music always came first along with his media appearance. Teen girls, who were the main reason for Presley's success, loved him for three things: his irresistible looks, dance moves, and the fact that he was single. This was what every teen girl expected and wanted Presley to be; hence, his manager forced him to be this way. Because of the frequent switches between lovers, he influenced both boys and girls in favor of the idea of more frequent teenage sex and the image of one-night dates and sexuality itself.

The rebel attitude that Presley carried was what he thought was the key attraction to his success. Very few pictures of Elvis during his teens and in his twenties showed a smile on his face. Instead they showed a grim, almost scowling look, which was at that time and even today, appealing and "sexy". These ideas were influenced by Presley's main role model, James Dean, with his movie *Rebel Without a Cause.* When Elvis made his own movies, it also showed the never smiling seriousness before kissing a girl. Not only did Elvis make this effort, the media showed him as an innocent baby-faced boy that looked appealing to the teenage atmosphere at the same time by selecting pictures of Presley that had minimal signs of nervousness and adolescent behavior. As accompaniment to the attitude, he needed hair. Shaped in a ducktail that was fairly long and stuck out, it was a major component of all Elvis impersonators.

During Elvis' lifetime, his music has influenced too many musicians to count. Named the King of Rock, the day that he died, John Lennon exclaimed, "Before Elvis, there was nothing" and so it was for the era of rock and roll music. Beloved fans, including Chicago fans still come to his mansion in Graceland hoping to see glimpses of who he once was and various signatures and scratches of initials are on the front gate. The last concert that Presley gave was seen by sincere smiles and kisses ending his career with a final phrase in the deep tone he voiced in his microphone. "thank you very much." [From Mike Evans, *Elvis. A Celebration*; Lea Frydman, "Sexy Elvis". www.elvispresleynews.com/ Article 1 047 .htm1. (Oct. 16, 2004); Lea Frydman, *The Genesis of Elvis Music*, www.elvis Presleynews.com/article 1 076.html. (Oct. 16, 2004); Peter Guralnick, *Last Train to Memphis*; Francese Lopez, "On Tour Concerts" www.elvisconcerts .com/4.htm. (Oct. 19, 2004); Ann Bobbie Mason. *Elvis Presley;* Elvis Presley, *Heartbreak Hotel lyrics*. www.lyrics freak. com! e/ elvis-presley /48333 html. (Oct. 20, 2004); Ronald P. Smith. "Here are the number one songs this week in Chicago during the 50s 60s and 70s". www.oldiesmusic.com/no1.html. (Oct. 19, 2004).]